

BENNETTSTVILLE MIDDLE

701 Cheraw Street
Bennettsville, SC 29512

GRADES 6-8 Middle School

ENROLLMENT 509 Students

PRINCIPAL Mr. Tommy Clark 843-479-5941

SUPERINTENDENT Dr. David Sherbine 843-479-4016

BOARD CHAIR Ronald B. Henegan 843-479-7838

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 0 | 2 | 28 | 14 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

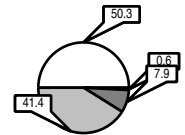
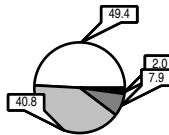
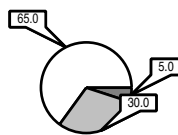
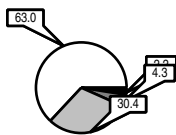
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Unsatisfactory | Average | N/A |
| 2002 | Unsatisfactory | Below Average | N/A |
| 2003 | Unsatisfactory | Unsatisfactory | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

 **Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|---------------------------------------------------------------|-----------------|-----------------|----------------|
| Number of surveys returned | 23 | 141 | 14 |
| Percent satisfied with learning environment | 52.2% | 70.7% | 75.0% |
| Percent satisfied with social and physical environment | 63.6% | 65.9% | 53.8% |
| Percent satisfied with home-school relations | 13.0% | 81.4% | 46.2% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 503 | 98.8 | 65.0 | 30.0 | 5.0 | N/A | 5.0 | 17.6 |
| Gender | | | | | | | | |
| Male | 279 | 98.2 | 70.4 | 26.4 | 3.2 | N/A | 3.2 | 17.6 |
| Female | 224 | 99.6 | 57.8 | 34.8 | 7.4 | N/A | 7.4 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 101 | 97.0 | 44.4 | 45.6 | 10.0 | N/A | 10.0 | 17.6 |
| African-American | 398 | 99.2 | 70.0 | 26.1 | 3.9 | N/A | 3.9 | 17.6 |
| Asian/Pacific Islander | 3 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 418 | 99.0 | 59.9 | 34.2 | 5.9 | N/A | 5.9 | 17.6 |
| Disabled | 85 | 97.6 | 94.1 | 5.9 | N/A | N/A | N/A | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 503 | 98.8 | 64.6 | 30.3 | 5.1 | N/A | 5.1 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 503 | 98.8 | 64.9 | 30.0 | 5.1 | N/A | 5.1 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 436 | 98.6 | 66.2 | 28.9 | 4.9 | N/A | 4.9 | 17.6 |
| Full-pay meals | 66 | 100.0 | 54.8 | 38.7 | 6.5 | N/A | 6.5 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|-----|-----|------|------|
| Mathematics | | | | | | | | |
| All students | 503 | 99.2 | 63.0 | 30.4 | 4.3 | 2.2 | 6.5 | 15.5 |
| Gender | | | | | | | | |
| Male | 279 | 99.6 | 64.7 | 28.6 | 4.0 | 2.8 | 6.7 | 15.5 |
| Female | 224 | 98.7 | 61.0 | 32.7 | 4.9 | 1.5 | 6.3 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 101 | 99.0 | 53.3 | 31.5 | 9.8 | 5.4 | 15.2 | 15.5 |
| African-American | 398 | 99.2 | 65.9 | 29.9 | 2.8 | 1.4 | 4.2 | 15.5 |
| Asian/Pacific Islander | 3 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 418 | 99.8 | 57.7 | 34.6 | 5.1 | 2.6 | 7.7 | 15.5 |
| Disabled | 85 | 96.5 | 92.9 | 7.1 | N/A | N/A | N/A | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 503 | 99.2 | 62.9 | 30.5 | 4.4 | 2.2 | 6.6 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 503 | 99.2 | 62.9 | 30.5 | 4.4 | 2.2 | 6.6 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 436 | 99.1 | 64.0 | 30.5 | 3.8 | 1.8 | 5.6 | 15.5 |
| Full-pay meals | 66 | 100.0 | 56.5 | 30.6 | 8.1 | 4.8 | 12.9 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 138 | N/A | 57.6 | 29.5 | 10.6 | 2.3 | 12.9 |
| | Grade 7 | 187 | N/A | 53.6 | 37.6 | 8.3 | 0.6 | 8.8 |
| | Grade 8 | 191 | N/A | 61.8 | 29.4 | 8.8 | N/A | 8.8 |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 173 | 98.8 | 70.9 | 25.3 | 3.8 | N/A | 3.8 |
| | Grade 7 | 140 | 97.1 | 57.0 | 34.4 | 8.6 | N/A | 8.6 |
| | Grade 8 | 190 | 100.0 | 65.5 | 31.0 | 3.5 | N/A | 3.5 |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|-----|-----|------|
| 2002 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 138 | N/A | 66.4 | 26.9 | 4.5 | 2.2 | 6.7 |
| | Grade 7 | 187 | N/A | 67.4 | 20.4 | 6.6 | 5.5 | 12.2 |
| | Grade 8 | 191 | N/A | 74.1 | 17.6 | 7.1 | 1.2 | 8.2 |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | 173 | 99.4 | 56.6 | 34.6 | 6.3 | 2.5 | 8.8 |
| | Grade 7 | 140 | 100.0 | 66.2 | 25.4 | 4.6 | 3.8 | 8.5 |
| | Grade 8 | 190 | 98.4 | 66.7 | 30.4 | 2.3 | 0.6 | 2.9 |

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|----------------------------------------------------------------|------------|-----------------------|----------------------------------------|----------------------|
| Students (n= 509) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 6.0% | Up from 4.3% | 7.2% | 14.4% |
| Retention rate | 3.7% | Down from 12.6% | 3.9% | 2.3% |
| Attendance rate | 94.4% | Down from 95.4% | 94.6% | 95.2% |
| Eligible for gifted and talented | 5.7% | Up from 5.3% | 5.7% | 13.6% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 16.2% | Up from 14.9% | 16.6% | 14.1% |
| Older than usual for grade | 8.3% | Down from 12.1% | 9.5% | 4.9% |
| Suspended or expelled | 6.5% | Down from 8.5% | 1.8% | 1.3% |
| Annual dropout rate | 0.2% | Up from 0.0% | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|-----------|-------------------|-----------|-----------|
| Teachers (n= 34) | | | | |
| Teachers with advanced degrees | 29.4% | Down from 38.9% | 46.2% | 47.1% |
| Continuing contract teachers | 76.5% | Up from 66.7% | 76.1% | 82.5% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 70.5% | Up from 69.0% | 78.2% | 84.3% |
| Teacher attendance rate | 94.2% | Up from 93.4% | 94.6% | 95.0% |
| Average teacher salary | \$37,412 | Up 2.3% | \$38,567 | \$39,924 |
| Prof. development days/teacher | 21.1 days | Up from 15.8 days | 11.3 days | 10.7 days |

| | | | | |
|------------------------------------|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 2.0 | 3.0 |
| Student-teacher ratio | 16.8 to 1 | Up from 13.9 to 1 | 19.2 to 1 | 21.0 to 1 |
| Prime instructional time | 85.3% | Down from 85.7% | 86.7% | 88.9% |
| Dollars spent per pupil* | \$5,480 | Up 10.4% | \$6,596 | \$5,854 |
| Percent spent on teacher salaries* | 58.8% | Down from 62.3% | 58.8% | 62.0% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | Up from 96.6% | 85.8% | 94.8% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---------------------------------------------------|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-03 school year was a very positive and successful one for Bennettsville Middle School. Our instructional staff was trained in curriculum calibration and the successful implementation of the America's Choice Design Program (ACDP). We continued our focus on the seven correlates of effective schools, the implementation of the middle school philosophy, and interdisciplinary teaming in each grade level.

We had one student to qualify for the South Carolina Junior Scholars Program and two students to be recognized by the Governor's Office for exemplary writing. Academically, our students were focused on instructional techniques for improving student achievement with strategies and techniques acquired through the ACDP, vertical teaming, and training on Standards In Practices. We believe our instructional programs were much more focused on student achievement through the diversity techniques and strategies introduced by the ACDP. The program offered various learning styles that greatly impacted the ability of our students at all grade levels. In addition to our regular instructional day, all students scoring below basic on the PACT were enrolled in one of the two after-school programs to improve their achievement in the classroom and their performance on PACT. The Saturday Academy was organized for students who were not able to attend the after-school programs.

Our teachers continued to work extremely hard. They spent numerous hours after school and on weekends in staff development and professional training to improve the quality of our instructional programs and to improve techniques for instructional delivery. Our novice teachers participated in a training induction program to assist them in preparing, planning, and adjusting to classroom instructional techniques for effective teaching. Approximately sixty percent of our experienced teachers attended the South Carolina Middle School Conference, held in Myrtle Beach in March. Finally, Bennettsville Middle School continued its strong emphasis in athletics, winning championships in several sports. BMS has had a major reduction in incidents of inappropriate behavior.

We believe that we have put together a successful formula for improving the achievement of our students and the climate of our school. The students, faculty, staff, and administration look forward to continued improvement and success in the 2003-2004 school year.

Mr. Norwood Randolph, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.